



LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



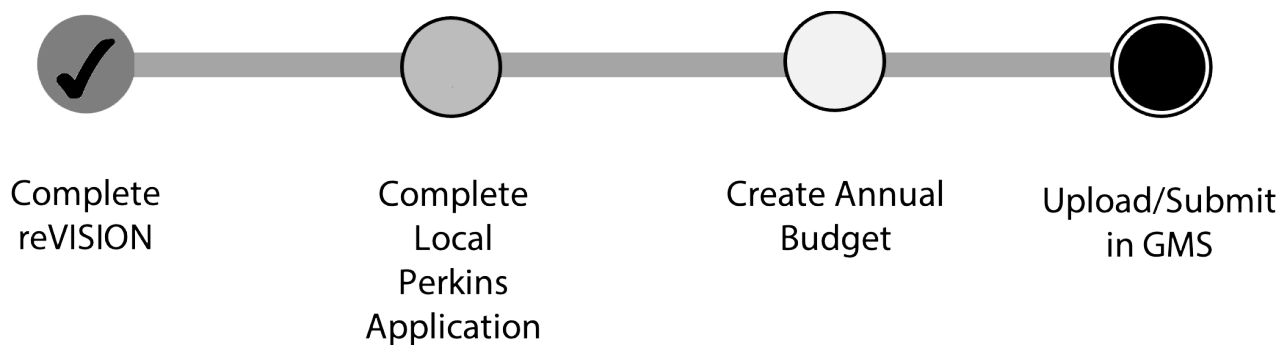
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

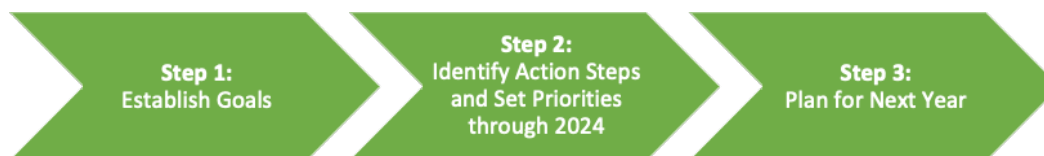
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>LPS offers a wide variety of CTE courses in grades 6-12 in an effort to expose students to as many career opportunities as possible. For each career pathway, LPS invests in the development of curriculum that exposes students to industry knowledge and skills as well as exposing students to post-secondary education and career opportunities. LPS also invests in teacher professional development so that teachers are informed about industry standard equipment and pathways for curriculum enhancement. In addition, LPS promotes collaboration with students, teachers, and counselors in an effort to expose students to career opportunities. Beyond investing in curriculum and professional development, LPS also values relationships with industry partners. While some relationships with business partners have been established, LPS would like to</p>	<ol style="list-style-type: none"> 1. Continue to provide professional development so that teachers are more informed about industry standard equipment and pathways for curriculum enhancement. 2. Broaden the number of industry partnerships and higher education relationships. <ol style="list-style-type: none"> a. Increase local business and industry input providing industrial knowledge and advisory opportunities. b. Increase opportunities for students to interact with local business by providing expanded numbers of guest speakers, classroom volunteers, field trips, career fairs, job shadows, and work-based learning opportunities. c. Increase the connections and direct contact with higher education faculty and technical college faculty.

	broaden the number of industry and higher education partnerships in order to provide more opportunities to students.	3. Enhance student, teacher, and counselor collaboration by providing materials to better inform students of both higher education and career possibilities.
Local Workforce Alignment	LPS is able to offer students a wide range of CTE courses in both middle school and high school. With roughly 70 CTE courses in LPS, students are provided with a range of opportunities that are designed to prepare students for the current and future workforce. Each year, LPS reviews workforce and economic data to determine if adjustments in CTE programs are necessary. In addition, LPS meets regularly with local business and industry partners in an effort to gain feedback on program effectiveness and develop work-based learning opportunities. LPS also works to provide equitable learning opportunities for all students by investing in staff, providing professional development, creating ADA compliant CTE labs, and establishing scholarship funds for special populations. In addition to the things LPS is currently doing regarding workforce alignment, LPS would like to expand on this work to increase business partnerships and provide more opportunities for students.	<ol style="list-style-type: none"> 1. Review and update CTE courses and programs of study in order to develop updated curriculum as well as purchase industry standard equipment in order to better prepare students for the current and future workforce. <ol style="list-style-type: none"> a. During the review process LPS will ensure that programs of study are reflected in course offerings for NDE, focus on H3 data, yearly economic data, and workforce needs. 2. Expand on the number of local business relationships to include more CTE fields, which can help provide additional work-based learning opportunities for all students. <ol style="list-style-type: none"> a. Expanding relationships will increase the expansion of advisory boards and expose students to more work-based learning opportunities. 3. Work with business partners to reduce barriers that may prevent students with disabilities, English learners, and other special populations from participating in work-based learning opportunities.
Size, Scope, & Quality and Implementing CTE Programs of Study	In terms of program scope and quality, LPS offers students an extensive array of CTE courses (roughly 70 CTE courses). With the wide array of offerings, LPS has worked to develop partnerships to expose students and instructors to industry knowledge and skills. In addition, LPS has invested heavily in infrastructure and industry standard equipment to support various CTE career pathways. Despite the solid foundation, there are still opportunities to expand business and higher education partnerships, update CTE classrooms, purchase industry standard equipment, and close equity gaps within certain CTE clusters.	<ol style="list-style-type: none"> 1. Work with business and industry partners to provide recommendations for furnishing CTE labs with industry standard equipment. <ol style="list-style-type: none"> a. Broaden the number of industry and higher education partnerships. b. Continue to update CTE labs with industry standard equipment and software. 2. Align career programs to prepare students for work and/or post-secondary opportunities. <ol style="list-style-type: none"> a. Design programs of studies that parallel experiences with business and industry. b. Create pathways to post-secondary programs by providing students dual credit offerings at the high school level. c. Determine certifications that students can earn that are valuable in preparing them for their career choice.

		<ol style="list-style-type: none"> 3. Generate interest in CTE courses for special populations. <ol style="list-style-type: none"> a. Focus on equity and access for special populations including race, gender, socio-economic, and special needs.
Student Performance Data	<p>In analyzing data for Perkins Performance Indicators, it is evident that there are significant gaps among EL, single parent, foster, and special education populations. In addition, in looking at the three-year trend data, very few subgroups in LPS met the state goal in any of the given areas. Thus, LPS needs to make improvements to close the achievement gap among special populations and work to increase the proficiency of all subgroups in order to achieve the state yearly goal.</p>	<ol style="list-style-type: none"> 1. Utilize data to increase participation of special subgroups by providing information to students, emphasizing opportunities, and marketing CTE courses and programs of study to students and parents. 2. Work with curriculum director, curriculum specialists, special education staff, EL staff, and building administration to increase the success of underperforming subgroups and develop ways to support them.
Recruitment, Retention, and Training of Faculty and Staff	<p>Traditionally, LPS is a desired location for many teachers and thus hiring CTE teachers is not a consistent problem for LPS. However, increasing the number of STS teachers in state higher education institutions is of importance to LPS. LPS invests heavily in both time and funds in providing professional development to educators in order to provide them with the tools they need to be successful. In addition, LPS invests to provide teachers with the equipment they need to successfully teach CTE courses. However, LPS has lost teachers to surrounding districts due to a better teaching environment in terms of student discipline and facilities. Thus, LPS can continue to improve in supporting teachers at the building level, upgrading facilities, and providing professional development.</p>	<ol style="list-style-type: none"> 1. Continue to provide professional development for teachers and CTE staff. <ol style="list-style-type: none"> a. Broaden relationships with industry partners in order to increase professional development and externship opportunities. 2. Continue to update CTE curriculum, equipment, and labs that appeal to both students and teachers in an effort to increase student participation and teacher retention. 3. Foster collaboration with other CTE teachers through Professional Learning Communities, mentors, and tenure coursework.
Work-Based Learning	<p>LPS understands the great value that work-based learning opportunities can provide for students. Due to certain logistics such as transportation costs, student scheduling, insurance/liability, LPS has not implemented a wide-spread work-based learning program for all students. The work-based learning opportunities that are given to students have been successful such as job shadows, career fair days, and internships. However, LPS would like to expand the number of opportunities for students centered around work-based learning.</p>	<ol style="list-style-type: none"> 1. Expand the number of industry partnerships in order to provide additional opportunities for work-based learning experiences. 2. Broaden industry advisory groups to inform business and industry partners about the needs and logistics of internships and work-based learning programs. 3. Evaluate transportation needs for students to participate in job shadowing, internship, and work-based learning programs.



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
 - a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
 - a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**

The key to building student self-awareness is aligning curriculum with NE career readiness standards and developing programs of study that support those academic standards and skill development. In order to accomplish this, LPS will invest in multiple Comprehensive Continuous Improvement Plan (CCIP) teams that will develop curriculum that aligns to NE career readiness standards. In addition to focusing on specific standards, lessons developed will also focus on specific career readiness skills that students will be able to identify and use in future careers.

LPS will also engage industry and business partners to better understand current industry knowledge, skills, and equipment. This will allow LPS to better align curriculum and CTE labs with NE career readiness standards as well as current industry practices. This will lead to current and innovative curriculum and labs that students will be able to identify as leading to potential career paths.

Through knowledge gained from business and industry partners, LPS will be able to create an updated curriculum and purchase industry standard equipment. It is essential that teachers are provided professional development opportunities to fully understand the LPS curriculum as well as learn from industry partners how to use current industry standard equipment. This will allow teachers to better reinforce the NE career readiness standards, academic standards, and technical skills and ultimately make students more self-aware.

b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;

LPS will analyze H3 data for Nebraska in order to determine adjustments that need to be made to LPS course offerings and programs of study. In addition, LPS will collaborate with business and industry partners in an effort to learn current industry standard knowledge and skills.

This information will be used to determine course offerings in grades 6-12 and will guide LPS in developing programs of study. Once a clear vision for coursework is established, the information will help guide LPS throughout the CCIP process to create an innovative and current curriculum that is aligned to NE standards and incorporates career exploration lessons. In addition, this information can help guide equipment purchases and lab setups in order to create an environment in which students will understand the knowledge and skills necessary for various careers.

LPS currently offers a wide variety of CTE courses across a multitude of career clusters. It is important that LPS provides a clear course sequence, program of study, and career path for students starting in middle school and aligning it to coursework throughout high school. By developing informational documents and sharing them with teachers, counselors, and students, all stakeholders will have a clear understanding of the courses that should be taken if a student is interested in a particular career cluster.

Having an aligned sequence of courses and well-developed curriculum is important in creating an environment that allows students to explore various careers. However, it is also important that LPS continues to broaden the number of business, industry, and higher education partners. This will lead to increased opportunities for students to interact with local business by providing expanded numbers of guest speakers, classroom volunteers, field trips, career fairs, job shadows, and work-based learning opportunities. This also gives students increased access to industry experts and allows students to explore careers of interest.

c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
LPS understands the value of career planning starting at an early age. Starting in 6th grade, LPS middle school students will be exposed to career-oriented curriculum in CTE. Included in this middle school curriculum are career exploration units developed for each CTE course during the CCIP process. In addition, 6th grade CTE has partnered with counselors to develop career and post-high school lesson plans to expose students to future options.

It is important for LPS to align the middle school curriculum to high school course offerings leading to potential career opportunities. Similar to middle school, LPS develops career-exploration units in each course to expose students to potential higher education and career opportunities. Part of CTE high school courses may involve career fairs as well as collaboration and career coaching from higher education representatives and industry leaders.

LPS also requires all students to take the LPS course called “Take Charge.” This course exposes students to two- and four-year postsecondary education options, technical colleges, apprenticeships, military, and direct employment options. The course also focusses on financing related to postsecondary options, job search skills, interviewing skills, application and resume writing, portfolio development, and professional networking.

The development of CTE promotional materials will also help CTE staff work with counselors to provide information regarding CTE pathways and future careers. The materials will also expose students to dual enrollment options as well as postsecondary options.

d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

LPS has invested in creating career development lessons and components that are embedded in the CTE 6-12 curriculum. With roughly 70 different CTE courses in LPS, there is ample opportunity for students to be exposed to a wide variety of career opportunities throughout their 6-12 education.

Beyond career development content embedded within the 6-12 CTE curriculum, LPS also understands the importance of collaborating with counseling and career advisement professionals.

CTE administrators have collaborated with the LPS counseling department to develop career exploration activities to present to students in grades 6-7. In addition, LPS will have annual meetings with counselors to provide updates on CTE course curriculum, sequences, and programs of study. LPS intends to also create promotional materials to help promote CTE programs, inform LPS staff, guide students in choosing a sequence of courses, and provide information to parents regarding the courses and programs offered by the CTE department.

LPS administrators and staff also work with community partners to establish career development content in the form of guest presentations, field trips, job shadow opportunities, and work-based learning opportunities.

By offering a wide variety of 6-12 courses, intentionally embedding career development content into curriculum, collaborating with counselors and business professionals, LPS has an organized system of delivery and implement career development content with career and academic advising to students on an on-going basis.

2. In your district’s Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District’s Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

1. Continue to provide professional development so that teachers are more informed about industry standard equipment and pathways for curriculum enhancement.
2. Broaden the number of industry partnerships and higher education relationships.
 - a. Increase local business and industry input providing industrial knowledge and advisory opportunities.

- b. Increase opportunities for students to interact with local business by providing expanded numbers of guest speakers, classroom volunteers, field trips, career fairs, job shadows, and work-based learning opportunities.
 - c. Increase the connections and direct contact with higher education faculty and technical college faculty.
3. Enhance student, teacher, and counselor collaboration by providing materials to better inform students of both higher education and career possibilities.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • LPS will analyze H3 data for Nebraska in order to determine adjustments that need to be made to LPS course offerings and programs of study. • Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards. • Provide and support professional development opportunities for staff to learn best instructional practices and also learn from industry experts. • Update CTE labs with the purchase of industry standard equipment. • Engage current industry partners and broaden the number of business partnerships in order to increase opportunities for students to interact with local business experts. • Develop CTE promotional materials for students, staff, and counselors to provide information regarding CTE pathways and future careers.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Continue to organize CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards. • Provide teacher support for new curriculum and/or software in the form of professional development. • Continue to update CTE labs with the purchase of industry standard equipment. • Encourage industry partners to participate in advisory groups in order to better understand current industry needs, knowledge, skills, and equipment. • Work with industry partners to formalize internship and/or work-based learning opportunities for students.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Continue to organize CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards. • Continue to provide teacher support for new curriculum and/or software in the form of professional development. • Continue to update CTE labs with the purchase of industry standard equipment. • Expand the number of advisory groups to include all CTE areas. • Work with industry partners to increase the number of work-based learning opportunities for students. • Addition of a health science pathway and aviation pathway.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Facilitate the work done by CCIP teams that will update and develop CTE curriculum that contains career development content and aligns to NE career readiness standards. • Provide and support professional development opportunities for staff including supporting staff teaching the new health science and aviation pathways. • Continue to update CTE labs with the purchase of industry standard equipment.

- Work with industry partners to increase the number of work-based learning opportunities for students.

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

In analyzing H3 data, it is a priority of LPS to offer as many of the H3 career opportunities as possible. Due to equipment and budget constraints and/or other logistics it is not possible to offer programs of study in all H3 career paths. However, LPS works to provide as many opportunities for students as possible. Currently, LPS offers courses in nursing, carpentry, accounting, and software development. In addition, LPS teaches course content within other courses related to teaching, electrical, plumbing, and pipefitting. Thus, LPS currently teaches content associated with 8 of the 10, H3 occupations. In addition, the H3 data shows that registered nurses are ranked as the second highest in demand career. Thus, LPS has begun to explore the addition of another health science pathway to be housed at one of the comprehensive high schools. In addition, becoming an airframe and powerplant (A&P) mechanic is associated with several of the H3 occupations and thus, LPS is exploring having an expanded aviation pathway for students. LPS will continue to use H3 data as guidance when making decisions regarding curriculum, course sequencing, and programs of study.

In analyzing the local and regional CTE assessment results, it is evident that LPS must work toward increasing the number of work-based learning opportunities for students. First, LPS will broaden the number of industry partners. LPS will then work with these industry partners to develop learning opportunities for students in the form of guest speakers, classroom volunteers, field trips, job shadows, internships, and work-based learning opportunities. In addition, LPS will look to expand on the number of advisory committees in order to be more informed of current industry needs, knowledge, skills, and equipment.

In analyzing the local and regional CTE assessment results, it was also clear that there are gaps associated with access to certain CTE programs. Thus, LPS will explore where gaps exist among special populations and work with district, building, and community leaders in an effort to close those gaps and expand opportunities for those students.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:

In analyzing H3 data and local workforce needs information, it is evident that there is a strong need for nurses as well as manufacturing and maintenance professionals. Thus, LPS is exploring the addition of both a health science pathway and a mechanical aviation pathway in the future. In analyzing local workforce data and talking with local business, it is evident that there is also a strong need for welders in the local community. To meet this need, LPS is exploring grant opportunities and a business partnership in order to expand on the welding program that currently exists within several LPS schools. In addition, LPS is exploring the possibility of creating a certification opportunity in which students in high school can earn a welding certification allowing them to obtain summer or postsecondary employment at local businesses.

In looking at local and national trends and educational programs, LPS is also exploring the possibility of adding a business/entrepreneurship pathway to provide students with the skills necessary to work in a variety of business roles.

Finally, LPS is exploring the potential of grouping existing CTE courses into clear career pathways for students. For example, in Family & Consumer Science, LPS is looking to offer a design pathway which would include an Intro. to Design course and then students could choose between Interior Design and/or Clothing, Textiles, and Design. A second pathway would include a culinary pathway which would include three courses that build on the knowledge and skill from the previous course. A third pathway would be a human services pathway in which students would have the option of exploring a mental health/social worker pathway or an education/daycare worker pathway. Creating these types of clear career pathways can help guide students as they choose courses and programs of study.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

Beginning in 6th grade, LPS student have the opportunity to begin taking CTE courses. CTE staff is partnering with counseling staff to develop and co-present several career exploration activities during grades 6 & 7. This will expose all students, including special populations, to the opportunities that exist in a wide variety of career pathways. Within each middle school CTE course, career exploration units are written into the curriculum during the CCIP process, which exposes students to career options.

In addition, LPS will be developing promotional and informational materials to inform students of the CTE courses and programs of study offered throughout grades 6-12. These materials will be provided to both teachers and counselors to better inform them so they can guide students to coursework that reflects their interests. These materials can also be given to parents in an effort to educate them on what is available in CTE at the middle and high school level.

CTE administrators will also work with support staff in order to better support students with disabilities, English learners, and other special populations. In addition, LPS will look for opportunity gaps that may exist for special populations regarding internship and work-based learning opportunities. CTE staff will then work with district, building, and community leaders to close those gaps and remove barriers that exist for students with disabilities, English learners, and other special populations.

6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

1. Review and update CTE courses and programs of study in order to develop updated curriculum as well as purchase industry standard equipment in order to better prepare students for the current and future workforce.
 - a. During the review process LPS will ensure that programs of study are reflected in course offerings for NDE, focus on H3 data, yearly economic data, and workforce needs.
2. Expand on the number of local business relationships to include more CTE fields, which can help provide additional work-based learning opportunities for all students.

- a. Expanding relationships will increase the expansion of advisory boards and expose students to more work-based learning opportunities.
3. Work with business partners to reduce barriers that may prevent students with disabilities, English learners, and other special populations from participating in work-based learning opportunities.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • Continue to analyze H3 data for Nebraska in order to determine adjustments that need to be made to LPS course offerings and programs of study. <ul style="list-style-type: none"> ○ Work with LPS staff and business leaders to continue to explore the addition of new programs or the expansion of existing programs such as aviation, nursing, welding, and business/entrepreneurship. • Work with CTE administrators and curriculum experts to align course offerings to specific programs of study and create clear career pathways for students to follow. • Development of promotional and informational materials to inform students of the CTE courses and programs of study offered throughout grades 6-12. • Update CTE labs with the purchase of industry standard equipment. • Engage current industry partners and broaden the number of business partnerships in order to increase opportunities for students to interact with local business and increase work-based learning opportunities. • Explore gaps and barriers that may exist that prevent students of special populations from participating in work-based learning opportunities.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Work with LPS staff and business leaders to design the curriculum for new programs such as aviation, nursing, welding, and business/entrepreneurship. • Through the CCIP process, LPS staff will adjust curriculum to better align course content to specific programs of study. • Continue to update CTE labs with the purchase of industry standard equipment. • Work with district, building, and community leaders to close gaps and reduce barriers that may exist that prevent students of special populations from participating in work-based learning opportunities. • In collaboration with industry partners, implement additional work-based learning opportunities for students.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Work with LPS staff and business leaders to implement new programs such as aviation, nursing, welding, and business/entrepreneurship. • Work with LPS teachers to implement changes made to curriculum and the alignment of course content to specific programs of study. • Continue to update CTE labs with the purchase of industry standard equipment. • Work with district, building, and community leaders to close gaps and reduce barriers that may exist that prevent students of special populations from participating in work-based learning opportunities. • Continue to expand the number of work-based learning opportunities for students and make adjustments to existing work-based learning programs.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Support LPS staff and make adjustments to newly implemented programs such as aviation, nursing, welding, and business/entrepreneurship. • Support LPS teachers and make adjustments to the newly implemented changes made to curriculum to better align course content to specific programs of study.

- Continue to update CTE labs with the purchase of industry standard equipment.
- Continue to work to close gaps and reduce barriers that may exist that prevent students of special populations from participating in work-based learning opportunities. In addition, evaluate the efforts made in previous years to determine the best course of action moving forward.
- Evaluate the success of current work-based learning programs and continue to explore additional work-based learning opportunities for students.

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

As we know, students have a variety of interests and pursue a variety of different career paths. Thus, LPS invests in offering a wide variety of CTE courses across a number of career clusters in grades 6-12. LPS offers courses in the following career clusters and pathways:

- Business, Management, and Administration (Management / Accounting / Business / Entrepreneurship)
- Finance (Accounting / Economics)
- Hospitality & Tourism (Culinary Arts / ProStart)
- Marketing (Marketing / Entrepreneurship)
- Communication Arts (Digital Design / Video Production)
- Information Technology (Data Science / Information Technology)
- Health Sciences
- Human Services (Child, Youth, and Family Studies / Early Childhood Education & Services / Counseling & Mental Health)
- Architecture & Construction (Architectural Design / Construction)
- Energy & Engineering (Engineering)
- Manufacturing (Manufacturing, Welding)
- Education & Training (Education and Training)

In addition to the above CTE clusters and pathways, LPS is exploring adding an aviation pathway which exposes students to a wide variety of engineering and manufacturing skills.

In order to maintain a curriculum that aligns to local workforce and H3 data and NE content and career readiness standards, it is imperative that courses within the above programs of study are adjusted through a CCIP process on a regular basis. Using Perkins funds for the CCIP process will allow lessons to be developed that are both innovative and exciting that peak student interest and expose students to potential careers. Perkins funds will also be used to purchase industry standard equipment and software as well as update CTE labs in order to draw more

students to CTE courses and attract and retain CTE staff. Perkins funds will also be used to provide work-based learning opportunities to more students and especially students of special populations in order to reduce barriers for those students.

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

At the core of any quality CTE program is quality curriculum. In order to improve the academic and technical skills of students participating in CTE programs it is imperative that the curriculum is current, innovative, and inspiring. Thus, on a yearly basis LPS administrators will facilitate several CCIP teams to adjust and update curriculum to align with NE content and career readiness standards.

LPS will also convene advisory groups and consult higher education and industry partners to learn current industry needs, knowledge and skills. LPS will use this information to guide course offerings, curriculum writing, and equipment purchases. This will allow for a dynamic curriculum and updated labs that will both inspire students and staff.

Beyond developing a quality curriculum, LPS will broaden the number of business and industry partner relationships. This will allow LPS to expand the number of work-based learning opportunities given to students in the form of guest speakers, field trips, job shadows, career fairs, internships, and employment opportunities. By investing in an updated and innovative curriculum, updating CTE labs with industry standard equipment, and expanding work-based learning opportunities, LPS will improve the overall academic and technical skills of students participating in CTE programs.

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

LPS administrators will continue to work with higher education institutions and staff to provide dual credit opportunities to students. The Career Academy in LPS provides students the opportunity to gain both high school credit as well as college credit in twelve different career pathways including; Ag/Bioscience, Culinary, Information Technology, Business Entrepreneurship, Early Childhood Education, K-12 Education, Construction, Engineering, Precision Machining, Criminal Justice, Health Sciences, and Welding.

LPS CTE administrators will continue to work with higher education institutions to provide students the opportunity to take classes at their home comprehensive high school and earn dual enrollment credits such as in the automotive pathway. LPS will look to broaden the relationships with higher education institutions in order to expand on the number of dual credit opportunities for students. For example, LPS is exploring adding a health science pathway at one of the comprehensive high schools, which would provide students with the opportunity to take courses at their home high school and earn college credit.

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**District's Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

1. Work with business and industry partners to provide recommendations for furnishing CTE labs with industry standard equipment.
 - a. Broaden the number of industry and higher education partnerships.
 - b. Continue to update CTE labs with industry standard equipment and software.
2. Align career programs to prepare students for work and/or post-secondary opportunities.
 - a. Design programs of studies that parallel experiences with business and industry.
 - b. Create pathways to post-secondary programs by providing students dual credit offerings at the high school level.
 - c. Determine certifications that students can earn that are valuable in preparing them for their career choice.
3. Generate interest in CTE courses for special populations.
 - a. Focus on equity and access for special populations including race, gender, socio-economic, and special needs.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Broaden the number of business and industry partners to provide recommendations regarding course offerings, lab upgrades, and the purchase of industry standard equipment. • Update CTE labs with the purchase of industry standard equipment. • Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards. • Analyze and identify opportunities to expand the number of dual credit opportunities and additional certifications that can be offered. • Explore gaps and barriers that may exist that prevent students of special populations from participating in work-based learning opportunities.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Convene additional advisory boards to gain insight into industry knowledge, skills, and equipment. • Continue to update CTE labs with the purchase of industry standard equipment. • Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards. • Engage higher education institutions in order to expand the number of dual credit and certification opportunities for students. • Work with district, building, and community leaders to promote CTE coursework in an effort to generate interest among special populations.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Continue to work with advisory boards to gain insight into industry knowledge, skills, and equipment. • Continue to update CTE labs with the purchase of industry standard equipment. • Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.

	<ul style="list-style-type: none"> • Implement additional dual credit opportunities in CTE areas (focus area of health science) • Continue to work with district, building, and community leaders to promote CTE coursework in an effort to generate interest among special populations.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Analyze the effectiveness of the advisory boards and make adjustments as needed to make the advisory groups as impactful as possible. • Continue to update CTE labs with the purchase of industry standard equipment. • Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards. • Analyze the effectiveness of dual credit programs and make adjustments as needed. • Analyze the effectiveness of the efforts to reduce barriers for special populations and make adjustments as needed.

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

11. Describe how

- Provide**
- Prepar**

populations that

- Provide equal access for special populations to CTE courses, programs, and POS; and**
- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

Describe how the district will provide support to teachers so they will:

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**

The key to providing support to teachers so they can provide activities to prepare special populations for H3 sectors is investing in the development of solid curriculum. LPS will facilitate CCIP teams that will

align curriculum to core and career ready standards. In addition, the CCIP teams will develop career exploration activities as well as explore opportunities for students to interact with industry partners through guest speakers, job shadows, internships, and work-based learning opportunities. Once solid curriculum is established it is imperative that teachers are provided with professional development in order to fully understand how to best present the curriculum.

b. Prepare CTE participants for non-traditional fields

The goal of LPS is to increase participation in the LPS courses associated with non-traditional fields. The key to increasing participation is exposing all student to the various programs LPS offers and the various careers that are available in non-traditional fields. LPS CTE staff will work with counseling staff to provide career exploration units that expose all students to non-traditional fields. In addition, LPS will work with local businesses to provide guest speakers or videos of local females working in a male dominated field or males working in a female dominated field. LPS CTE administrators will also work with teachers to produce promotional materials that can be presented to students showing non-traditional students and staff participating in various LPS programs. In addition, LPS CTE administrators will work with staff in developing a plan to promote nontraditional programs. For example, LPS will work with Clothing, Textiles, and Design teachers to expose and promote our Engineering and Architecture courses to female students. Through the CCIP process, LPS will also work to develop materials that are non-gender biased and promote the accomplishments of both males and females in all career fields.

c. Provide equal access for special populations to CTE courses, programs, and POS

The goal of LPS now and in the future is to provide ALL students with a guaranteed and viable curriculum and equal access to CTE courses and programs of study. It is the goal of LPS to serve and accommodate all students and meet them where they are in the learning process. In addition, LPS works to provide equal access for special populations to all LPS courses and programs. To ensure equal access, CTE administrators will work other district, building, and community leaders to remove barriers for students of special populations. For example, LPS will explore providing busing for students of special populations to participate in work-based learning opportunities, work with EL district staff to ensure access to course material in native languages, and work with special education support staff to provide accommodations to students of special populations. Working with the curriculum director, curriculum specialists, special education staff, EL staff, and building administration will increase the access and success of special populations in CTE courses, programs, and programs of study.

d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Ensuring that members of special populations will not be discriminated against on the basis of their status as a member of special populations is of utmost importance to LPS. The LPS curriculum team works with the Multicultural Advisory Committee to explore issues around equity bias, and best practices when working with special populations. CTE administrators also work with special education and EL administrators to remove any barriers that may exist, adjust curriculum, and make accommodations to ensure that all students have access to the CTE curriculum.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

LPS has a strong mission to provide a quality education to all students. In order to address disparity gaps in performance, CTE administrators and staff will collaborate with the special education department to align services and initiatives to best support students. By working with special education staff, CTE staff will better be able to meet the needs of struggling students in an effort to close disparities in performance.

If no meaningful progress has been achieved, all LPS district departments will collaborate with one another and with the special education department. This collaboration will allow for better support for building administration, teachers, para-educators, and other staff. CTE staff will also work with special education

administration to advocate for building acceptance and understanding of all students by promoting and implementing effective practices to provide least restrict environments for all students. LPS will also engage in district and building professional development and coaching in order to build capacity of staff in order to close the disparity gaps in performance.

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

1. Utilize data to increase participation of special subgroups by providing information to students, emphasizing opportunities, and marketing CTE courses and programs of study to students and parents.
2. Work with curriculum director, curriculum specialists, special education staff, EL staff, and building administration to increase the success of underperforming subgroups and develop ways to support them.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> Analyze data to determine the participation of special subgroups and identify areas of strength and weakness. Broaden community partnerships in order to explore additional focus programs in an effort to provide more opportunities for students. Work with the curriculum director, equity committee, special education staff, and EL staff to identify areas of success and areas that need improvement. In addition, develop a plan to target areas needed for improvement.
Year 2: 2021-2022	<ul style="list-style-type: none"> Use CTE promotional materials to target underrepresented subgroups in order to increase participation. Work with community partners to plan for the addition of focus programs in an effort to provide more opportunities for students. Work with the curriculum director, equity committee, special education staff, and EL staff to implement changes to target disparities in performance data.
Year 3: 2022-2023	<ul style="list-style-type: none"> Continue to use CTE promotional materials to target underrepresented subgroups in order to increase participation. Work with community partners to implement additional focus programs in an effort to provide more opportunities for students. Continue to work with the curriculum director, equity committee, special education staff, and EL staff to implement changes that target disparities in performance data.
Year 4: 2023-2024	<ul style="list-style-type: none"> Analyze three-year data to determine if promotional and targeting efforts were successful in increasing enrollments of underrepresented subgroups and determine if adjustments need to be made. Work with community partners to support staff and students in the newly implemented focus programs.

- Analyze three-year data to determine if targeted changes were successful in reducing the disparities in performance data.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

Hiring quality CTE educators is something that LPS values and dedicates a number of resources toward. The LPS human resources department goes to colleges and employment fairs in an effort to recruit solid CTE candidates. In addition, LPS has solid partnerships with several higher education institutions to allow university students to observe, practicum, and student teach in LPS classrooms. These partnerships allow LPS to have access to graduates that are potential CTE teaching candidates.

Once hired, it is imperative that teachers feel supported by the district. LPS offers regular professional development centered around high-quality teaching in CTE areas. For example, each year teachers are required to attend 10.5 hours of professional learning in a specific CTE content area. In addition, LPS invests in sending both new and veteran teachers to professional development outside of the district including session put on by NDE and other local experts.

Another way that LPS supports new teachers is through its tenure program. New teachers enter a three-year tenure model in which they receive additional professional development. During year one of this tenure model teachers are given 30 hours of CTE specific professional development where teachers learn best practices regarding teaching CTE courses. Teachers also have the opportunity to participate in regular PLC meetings in which they collaborate with other CTE teachers and CTE administrators. Finally, LPS invests in curriculum staff to develop curriculum and run CCIP teams, which reduces the demands on teachers and lets them focus on their students.

15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

1. Continue to provide professional development for teachers and CTE staff.
 - a. Broaden relationships with industry partners in order to increase professional development and externship opportunities.
2. Continue to update CTE curriculum, equipment, and labs that appeal to both students and teachers in an effort to increase student participation and teacher retention.
3. Foster collaboration with other CTE teachers through Professional Learning Communities, mentors, and tenure coursework.

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development. • Broaden relationships with industry partners in order to increase professional development and externship opportunities. • Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Continue to support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development. • Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Continue to support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development. • Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Continue to support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development. • Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful

experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here:

<https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

LPS understands the value of work-based learning and the great opportunity it provides for students to learn alongside industry professionals. LPS has worked to establish several work-based learning opportunities for students including;

- Students work with ProStart chefs
- Job Shadow Experiences (required of all juniors)
- Career Fairs & Interview Fairs
- Internship at Duncan Aviation
- Kawasaki Welding Partnership
- Automotive Internship Program
- Child Development practicums at Elementary Schools & Daycares
- Future Builders Challenge (partnership with the UNL Business Department & Local Business)
- Work Experience Course – allows students to earn money and learn industry skills while also earning LPS credit.

While LPS offers the work-based learning experiences outlined above, the district will continue to explore other work-based learning opportunities. In order to accomplish this, LPS will work to broaden the number of business and industry partnerships as well as expand the number of advisory groups by:

- working with the Lincoln Chamber of Commerce and Lincoln Workforce Development.
- developing strategies to get business into the classroom.
- meeting regularly to evaluate the partnership and make adjustments as needed.
- reviewing data for local workforce needs.
- providing regular opportunities for community and business input.
- writing curriculum that encourages business involvement.

LPS will also work to reduce barriers for students of special populations and work to make work-based learning an equitable practice open to all students. In order to accomplish this, LPS will analyze current practices, explore successes, identify barriers, and work out logistics. LPS will then work with district, building, and community leaders to reduce barriers and broaden the work-based learning opportunities in the district.

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:*(Copy and paste from the reVISION Summary)*

1. Expand the number of industry partnerships in order to provide additional opportunities for work-based learning experiences.
2. Broaden industry advisory groups to inform business and industry partners about the needs and logistics of internships and work-based learning programs.
3. Evaluate transportation needs for students to participate in job shadowing, internship, and work-based learning programs.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none">• Continue to support the existing work-based learning opportunities that LPS currently offers.• Broaden the number of business and industry partnerships in order to expand the number of potential work-based learning opportunities.• Work with district and building administrators, industry partners, and advisory groups to identify barriers associated with work-based learning.
Year 2: 2021-2022	<ul style="list-style-type: none">• Continue to support the existing work-based learning opportunities that LPS currently offers.• Work with new business and industry partners to plan additional work-based learning opportunities.• Work with district and building administrators, industry partners, and advisory groups to reduce barriers associated with work-based learning and add additional work-based learning opportunities for students.
Year 3: 2022-2023	<ul style="list-style-type: none">• Continue to support the existing work-based learning opportunities that LPS currently offers.• Collaborate with new business and industry partners to implement additional work-based learning opportunities.
Year 4: 2023-2024	<ul style="list-style-type: none">• Continue to support the existing work-based learning opportunities that LPS currently offers.• Continue to collaborate with new business and industry partners to implement additional work-based learning opportunities.• Analyze and evaluate existing work-based learning opportunities and make adjustments to expand and improve opportunities for students.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

A primary goal of LPS is to provide ALL students with a guaranteed and viable curriculum and equal access to courses and programs of study. When considering each of the Elements in Perkins V, LPS took into account all students especially those who are members of a special population. Those considerations included:

- Creating CTE promotional materials to provide students and parents of special populations with information regarding programs of study offered in LPS and the career paths that they lead to.
- Partnering with the counseling department to create career exploration activities and present them to middle level students.
- Working with industry partners to create job fairs and hold open houses where students and parents can come to learn about various career opportunities.
- Working with industry partners to expand work-based learning opportunities for students.
- Working with district, building, and community leaders to reduce barriers to work-based learning opportunities for members of special populations.
- Collaborating with EL and special education staff to remove any barriers that may exist, adjust curriculum, and make accommodations to ensure that all students have access to the CTE curriculum.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. **Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
2. **Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
3. **Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

Implementing a successful comprehensive CTE program requires collaboration among CTE teachers and administration, building leaders, counseling staff, special education staff, EL staff, and business and industry leaders. Engaging each of these groups is essential in implementing coursework, supporting staff and students, and providing work-based learning opportunities. LPS will continue to engage with the various groups in a number of ways including:

- Regular meetings among CTE administrators & curriculum director
- High school CTE department chair meetings
- Weekly high school PLC meetings
- Middle school CTE liaison meetings
- Monthly middle school PLC meetings
- Convening CCIP teams
- Providing professional develop
- Meetings with district leaders and curriculum director to discuss potential of new focus pathways
- Monthly secondary principals meetings
- Regular meetings with advisory boards
- Collaborating with industry partners on career fairs and work-based learning opportunities
- Meetings with counseling staff, special education staff, and EL staff
- Working with higher education administrators to support the placement of practicum and student teachers

LPS - Stakeholder Worksheet

Role	Name	Organization	Email/Contact Information	Evidence of Engagement
Middle, Secondary CTE/Core teachers	Deb Wolken	Lincoln Northeast High School Teacher BMIT Department Chair	dwolken@lps.org	Department Chair Meetings Surveys 1-1 conversation CCIP Process
	Jon Heithold	Lincoln East High School Teacher STS Department Chair	jheitho@lps.org	Department Chair Meetings Surveys 1-1 Conversation CCIP Process
	Tracy Way	Lincoln Southwest High School Teacher FCS Department Chair	tway@lps.org	Department Chair Meetings Surveys 1-1 Conversation CCIP Process FCCLA Advisor
	Sam Towne	Scott Middle School Teacher BMIT Middle School Liaison	stowne@lps.org	Middle School Liaison Meetings Surveys 1-1 Conversation CCIP Process
	Kim Flamme	Lefler Middle School Teacher FCS Middle School Liaison	kflamme@lps.org	Middle School Liaison Meetings Surveys 1-1 Conversation CCIP Process
	Kristen Page	Dawes Middle School Teacher STS Middle School Liaison	kpage@lps.org	Middle School Liaison Meetings Surveys 1-1 Conversation CCIP Process

		Engineering Club Sponsor		
Secondary school counselors, special education and advisement professionals, academic counselors	Brenda Leggiadro	Lincoln Public Schools, School Counselor Director	bleggia@lps.org	Nebraska Career Education task force for LPS BMIT teachers and LPS School Counselors
	Marilynn Peaslee	Lincoln Northeast High School Counselor - Team Leader	mpeaslee@lps.org	CTE Advisee 1-1 Conversation Health Science advocate
	Rick Boyle	Lincoln Northstar High School Counselor - Team Leader	rboyle@lps.org	CTE Advisee 1-1 Conversation Health Science advocate
Secondary principal(s)	Ryan Zabawa	Lincoln North Star High School Principal	rzabawa@lps.org	Aviation Planning Committee Secondary Principals Meetings 1-1 Conversations and Meetings
	Chris Deibler	Pound Middle School Principal	cdeibler@lps.org	FCS Advisory Secondary Principals Meetings 1-1 Conversations and Meetings
Secondary Instructional support, paraprofessionals	Jason Thomsen	LPS CTE Curriculum Specialist	jthomse@lps.org	CTE Planning Committee Department Chair Meetings Secondary Principals Meetings Meetings with Industry Partners
	Stan Haas	LPS Curriculum - STS Coordinator	shaas@lps.org	CTE Planning Committee STS Department Chair Meetings Automotive Advisory Committee Construction Advisory Committee CCIP Work ACTEN Committee
	Denise Haag	LPS Curriculum - FCS Coordinator	dhaag@lps.org	CTE Planning Committee FCS Department Chair Meetings Meetings with Industry Partners CCIP Work
	Julie Hippen	LPS Curriculum - BMIT Coordinator	jhippen@lps.org	CTE Planning Committee BMIT Department Chair Meetings Meetings with Industry Partners CCIP Work
Parents and Students	LPS Students	CTSO Student Officers Bryan Community School Students		CTSO Planning & Competitions Surveys Small Group Conversations
	Lori Hemmett	Parent of LPS student	lhemmett@lps.org	1-1 Conversations CTSO Support

	Shannon Quible	Parent of LPS student and BMIT Teacher	squible@lps.org	Department Chair Meetings 1-1 Conversations
Representatives of Special Populations <i>Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, *corrections</i>	Takako Olson	LPS Curriculum Director	tnagaya@lps.org	Equity Committee Curriculum Specialist Meeting CTE Program Meetings 1-1 Meetings and Conversation
	Kate Damgaard	LPS Curriculum Specialist - English Language Learners	kdamgaar@lps.org	CCIP Work Safety Group Work Small group meetings 1-1 Conversation
	Jenny Fundus	LPS Special Education Director	jfundus@lps.org	Special Education Advisee for CCIP Work & Teacher Professional Development Small Group Conversation 1-1 Conversation
	Jen Wickard	LPS Curriculum - ELL Coach	jwickar@lps.org	ELL Advisee for CCIP Work, Assessment Work, and Safety Committee
	Oscar Rios Pohirieth	LPS Federal Programs - Bilingual Liaison & Youth Development Team	opohir@lps.org	Bilingual Advisee for CCIP Work, Assessment Development, and Safety Committee
*Postsecondary CTE faculty	Sheree Moser	UNL College of Human Sciences and Education	smoser2@unl.edu	FCS Advisee Supports/Recruits FCS Teachers Teacher Educator
	Barry Smith	Southeast Community College	BSmith@southeast.edu	Support Dual Enrollment Teacher Professional Development Automotive Advisory Committee
	Erik Knoll	UNL Institute of Agriculture & Natural Resources	eknoll2@unl.edu	STS Advisee STS Teacher Educator Supports/Recruits STS Teachers
	Sheila Carroll	SCC - CNA Instructor	SCarroll@southeast.edu	Supports CNA Dual Credit Quarterly Meetings 1-1 Conversations
*Postsecondary Administrators	Kelsi Anderson	Provost of Bryan College of Health Sciences	kelsi.anderson@bryanhealth.org	Health Science Advisee Health Science Planning Committee Site Visits
	Amy Knobbe	Dean of Healthcare Studies at Bryan College of Health Sciences	amy.knobbe@bryanhealth.org	Health Science Advisee Health Science Planning Committee Site Visits
	Tiffany Heng-Moss	UNL - Dean of College of Agricultural Sciences & Natural Resources	thengmoss2@unl.edu	STEM Program Planning

*Local Workforce Development board member	Jim Townsend	Kawasaki - Assistant Manager Safety, Training & Wellness	jtownsend@lcn.kmmfg.org	Internship/Apprenticeship Planning Group Manufacturing Pathway Planning Group
	Nick Cusick	President of Bison Inc.	ncusick@bisoninc.com	Internship/Apprenticeship Planning Group Business Pathway Planning Group
	Doug Durham	CEO & Co-Founder of Don't Panic Labs	ddurham@dontpaniclabs.com	Internship/Apprenticeship Planning Group 1-1 Meeting STEM Ecosystem Steering Committee
*Regional Economic Development Organization Member	Bryan Seck	Lincoln Partnership for Economic Development - Director of Workforce Development	bseck@selectlincoln.org	Internship/Apprenticeship Planning Group 1-1 Meeting STEM Ecosystem Chair
	Wendy Birdsall	Lincoln Partnership for Economic Development - President	wbirdsall@lcoc.com	Internship/Apprenticeship Planning Group
*Local Business & Industry Representative	Leon Holloway	Duncan Aviation - Human Resource Manager	Leon.Holloway@DuncanAviation.com	Aviation Pathway Planning Committee
	Fayrene Hamouz	Nebraska Restaurant Association	fhamouz1@unl.edu	Provides Support & Professional Development for Culinary Teachers
*Youth corrections education representative	Erik Witt	LPS - Yankee Hill Principal	ewitt@lps.org	Secondary Principals Meeting 1-1 Conversations
	Randy Farmer	Supervisor of Lancaster County Youth Services Center	rfarmer2@lps.org	1-1 Conversations Site Visit
*Postsecondary career guidance and advising professionals	Marian Borgmann-Ingwersen	Nebraska Wesleyan - Director of Wesleyan Honors Academy	mborgman@nebraskawesleyan.edu	Support Dual Enrollment Courses
	Barry Smith	Southeast Community College	BSmith@southeast.edu	Support Dual Enrollment Automotive Advisory Board
	Theresa Delahoyde	Dean of Undergraduate Nursing - Bryan College of Health Sciences	theresa.delahoyde@bryanhealth.org	Health Science Advisee Health Science Planning Committee Site Visits
	Stacy Dam	Dean of Enrollment Management - Bryan College of Health Sciences	stacy.dam@bryanhealth.org	Health Science Advisee Health Science Planning Committee Site Visits

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.

